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ABSTRACTS OF GRADUATE THESES
1956-1957

THE AGRICULTURAL AND TECHNICAL COLLEGE
OF
NORTH CAROLINA
GREENSBORO, NORTH CAROLINA

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1956-1957

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AN INTRODUCTORY STATEMENT

In recent years attention and interest have been increasingly focused upon the role and status of graduate research in our society and for good logical reasons. The inescapable fact that graduate education has been on a tremendous "upward swing" on the American scene since the beginning of the middle half of the *Twentieth Century* has given added relevancy to graduate study. The impressive growth of graduate teacher-education minus the research approach previously associated with graduate studies assumes a new significance in the constellation of educational problems which beset scholarly attainment in contemporary society. Consequently, graduate education is confronted with educational pressure which tend to deteriorate gradually competent researchers at the master's level. It is more or less self-gratifying that we are able to continue to publish what may be well termed, a brief analysis of the kind of graduate research which we are attempting to maintain at this institution.

A STUDY OF THE DAVIS-EELLS TEST OF GENERAL INTELLIGENCE OR PROBLEM-SOLVING ABILITY IN SELECTED ELEMENTARY SCHOOLS IN GREENSBORO, NORTH CAROLINA

ESTHER BEATTY ALEXANDER
(WALTER I. MURRAY, *Adviser*)

Problem. A study of the Davis-Eells Test of General Intelligence or Problem-Solving Ability indicated the realism of problem situations presented in test items as one of the most significant characteristics of this test. The test was designed to measure as fairly as possible the ability of children to solve problems that are interesting and important to them. The test is highly verbal and is almost totally a power test. The items are in large, semi-humorous pictures which minimize visual acuity. Verbal administration is familiar to more children and the test is culture-fair which allows more nearly equal opportunity for familiarity with the necessary experiences.

Purpose of Study. This study was intended to show how two hundred and fifty elementary school children, enrolled in different schools compared in performance on the Davis-Eells Test and the Pintner-Durost Test. The study also included a comparison of the Davis-Eells Test and teacher judgment of intelligence of pupils. It further proposed to indicate the practical value of the Davis-Eells Test for the information of teachers, and to establish a relationship between the performance of the pupil and the judgment of the teacher.

Methodology. In order to examine the performances of children on this test and compare with responses on a previous test, children from Grades 1, 3, 4, and 6 were given the Davis-Eells Test, and teachers filled out personal data sheets on each child tested. The data included class record scores on both tests and the teacher's estimate of I.Q. A punch card was made for each child and data were sorted from these cards. The mean was computed for each group and Pearson Product-Moment Correlation Coefficients were recorded.

Findings. The Davis-Eells Test and teachers' estimates ran high in several instances. This can be interpreted as demonstrating that the Davis-Eells Test corresponds closely to the estimates made by teachers. This factor pointed up the usefulness of this test in school situations.

The correlation study further indicated that the kinds of activities measured by the Davis-Eells Test bear a substantial relationship to the kinds measured by the Pintner-Durost Test, but that the Davis-Eells by no means measures precisely the same set of behaviors as the Pintner.

Conclusions. Differences in mean I.Q. on the two tests were not statistically significant. The Null Hypothesis could not be rejected. Critical ratios were shown, but it was noted that these ratios were below levels of statistical significance.

TRACTOR MAINTENANCE PRACTICE OF NEGRO FARM OWNERS IN UNION COUNTY, NORTH CAROLINA

LEE ANDREW BAKER
(G. F. RANKIN, Adviser)

Statement of Problem. This study was made to determine the tractor maintenance practices of Negro farm owners in Union County, North Carolina.

Purposes of the Study. The purposes of the study were

1. To determine the maintenance practices advocated by specialists in the field of agricultural engineering.
2. To discover the tractor maintenance practices that were being carried out by Negro farm owners in Union County.
3. To find out how often these practices were being performed by the owner operators.
4. To discover the areas in which these operators needed additional training in order to perform tractor maintenance practices more efficiently.
5. To offer some constructive suggestions that may guide teachers of agriculture and other agricultural workers in planning and conducting instruction in the area of farm mechanics.

Scope of the Problem. The study was limited to Union County, North Carolina. It was also limited to Negro farm owners who were operating farms at the time the study was made. It was further limited to an investigation of the tractor maintenance practices of these owner-operators. Finally, it was limited to the tractor maintenance practices followed during the 1955 crop production year.

Procedures and Approaches. The writer followed the following procedures in conducting this study:

1. All available literature related to the problem was reviewed.
2. A checklist which included ninety-six tractor maintenance practices was prepared by the writer.
3. The checklist was submitted to a jury consisting of three persons who had acquired training and experience in farm mechanics.
4. The jury was asked to review the instrument and select the maintenance practices which, in their opinions, could be performed by farm operators.
5. The investigator visited each of the 60 farm operators and interviewed them concerning the tractor maintenance practices selected by the jury.

6. The data gathered during the interviews were analyzed and summarized.

Conclusions. On the basis of the findings the following conclusions were drawn:

1. Farm mechanization in Union County is increasing.
2. The owner-operators included in this study were most active in performing maintenance practices on the electrical system, the fuel system, and the cooling system of their tractors.
3. They were least active in performing maintenance practices related to lubricating and winterizing the tractor.
4. The owner-operators were conscious of the need for additional training to provide better care for their tractors.
5. There was evidence of an urgent need for additional training in maintaining the electrical system, and lubricating and winterizing the tractor.

Recommendations. On the basis of the conclusions drawn, several recommendations were made. It was recommended.

1. That a series of tractor workshops be held in Union County at a convenient place and at a time when most of the farm operators could attend.
2. That the teachers of vocational agriculture give attention to tractor maintenance in their farm mechanic instructions.
3. That tractor dealers be invited to work closely with teachers of agriculture in order to acquaint farm operators with the importance of taking proper care of their tractors.
4. That a continued study be given to the problem of tractor maintenance practices in Union County.
5. That additional research concerning this problem be conducted in other sections of the state and nation.

A STUDY OF THE EFFECTIVENESS OF LITERARY TELEVISION PROGRAMS AS A TEACHING AID IN THE FIFTH GRADES OF CARVER CONSOLIDATED SCHOOL, FORSYTH COUNTY, NORTH CAROLINA

CLARA HAIRSTON CAMP
(C. R. WYRICK, *Adviser*)

Purpose of the Study. The purpose of this study was (1) to ascertain whether literary television programs are affecting the educational program or curricula, (2) to recommend or suggest some method of how to use

literary television programs in teaching in the fifth grades of Carver School, Winston-Salem, Forsyth County, North Carolina.

Scope of the Study. This study was concerned with ninety-six pupils in the fifth grades of Carver Consolidated School of Forsyth County, North Carolina. It was also concerned with the effective use of literary television programs as a teaching aid and was further limited to the school year for two months—September and October of 1956.

Procedures and Methods Used in the Study. A survey of professional literature or literature related to the study such as theses, professional magazines, pamphlets, bulletins, periodicals, and other references dealing with educational television programs were made. The local newspaper, The Winston-Salem **Journal and Sentinel** reported many newspaper items concerning the media—education and television.

Many interviews with teachers of the fifth grades were an asset to this study.

Summary of Findings. This study included 96 pupils of the fifth grades from the Carver School, Forsyth County, North Carolina. In September, 1956, the pupils were asked to fill out questionnaires which made the following facts apparent:

1. Ninety-six and eight tenths per cent of the pupils viewed television and had sets in their homes.
2. One hundred per cent of the pupils had one or more radios for listening purposes.
3. The pupils in the fifth grade at Carver School spent upward of 18 hours per week in looking at television.
4. The special programs viewed were Disneyland, Sir Lancelot, Mr. Wizard, Superman, Lone Ranger, Robin Hood, I Love Lucy, Name That Tune, Howdy Doody, Big Top, Pecos Pete, and many other westerns.
5. Eighty per cent of the pupils tried to view television while studying.
6. A unit on the country of Scotland grew out of the literary television program which proved that television was an effective teaching aid.
7. Boys became more attracted by the television stories which depicted action, adventure, fighting feats of strength and daring, fantastic tales of life in other lands and planets.
8. Girls preferred stories similar to the boys but a bit of family life and romance entered the picture.

Recommendations. The following recommendations were offered:

1. That boys and girls be offered abundant opportunities for varied play activities and creative pursuits of many kinds.
2. That a study be made to find out how much time pupils are spending on television and what programs they are seeing.

3. That merits and demerits of favorite programs be discussed and that suggestions about other recreational activities be offered.
4. That children develop more efficient reading habits and skills in order that they may enjoy reading.

**AN EXPERIMENTAL STUDY EMPLOYING THE TELLING
AND DRAMATIC METHODS IN TEACHING SOME NURSERY
RHYMES, POEMS AND STORIES TO TWENTY SELECTED
CHILDREN OF FIRST GRADE AGE CONDUCTED AT THE
CHARLES H. MOORE ELEMENTARY SCHOOL
GREENSBORO, NORTH CAROLINA, 1956**

BESSIE PARRISH DUPREE

(R. L. WOODEN, *Adviser*)

Statement of the Problem. The problem of this study was to discover some of the best experiences for teaching the nursery rhymes, poems, and stories in the first grade. The problem further was to discover and compile a list of suitable nursery rhymes, poems, and stories which should be taught to first grade pupils.

Scope of the Study. This study was limited to the first grade. It was further limited to some experiences for teaching nursery rhymes, poems, and stories as well as the telling and dramatic methods.

Probable Use, Significance, or Value of Study. The value of this study was to suggest experiences that would help pupils to understand vividly the nursery rhymes, poems, and stories which should be taught on the first grade level. It could be used as an aid in the organization of a Language Arts program for the first grade.

Methodology. Method employed in this study was the experimental method. Dramatic experiences were demonstrated at the Charles H. Moore Elementary School in Greensboro, North Carolina, during the summer of 1956.

Purpose of the Study. The purpose of this study was fourfold:

1. To determine to what extent dramatic experiences aid in the teaching of nursery rhymes, poems and stories.
2. To determine if dramatic experiences can be relied upon as some of the best methods of teaching nursery rhymes, poems, and stories.
3. To determine to what extent dramatic experiences aid in the reading readiness program.
4. To discover a suitable list of nursery rhymes, poems, and stories for the first grade.

Procedures. The following procedures were used:

1. A study was made of the place of nursery rhymes, poems, and stories in the Language Arts program.
2. A survey was made of some of the best methods of teaching nursery rhymes, poems, and stories.
3. A critical study was made of dramatic experiences, as suggested by authorities, as aids in the teaching of nursery rhymes, poems, and stories.
4. Experiments—using both the traditional and dramatic methods of teaching nursery rhymes, poems, and stories—were conducted with first grades.
5. Data were recorded and the findings presented in tabular and verbal description.

Conclusions.

1. Since an unusually high number of responses were listed in the correct column for teaching "Little Miss Muffet," one of the simplest of nursery rhymes, it seemed that children who had formal training in school and whose school experiences were limited, responded to simple nursery rhymes, poems, and stories more readily than to more difficult ones.

2. Having children to repeat a nursery rhyme, poem, or story several times greatly enriched their comprehension and enjoyment.

3. Dramatic play method of teaching nursery rhymes, poems, and stories seemed to help pupils to share, feel, think, and act. This also seemed to add zest to the Language Arts program and thus enriched the children's experiences in the Language Arts program of instruction.

4. The flannel board is an audio—visual technique which helped children to see and understand the outstanding parts of the poems, nursery rhymes, and stories.

5. Stories can best be taught by having pupils to dramatize various parts throughout.

6. Pupils seemed to learn more new words as a result of the use of the Dramatic Method than they did as a result of the Telling Method.

Recommendations. The following recommendations were offered:

1. In reading readiness program and at the beginning of a formal reading program for the first grade care should be taken in selecting simple nursery rhymes, poems, and stories that can be easily and quickly taught. Too difficult poems and stories at this stage of the Language Arts program may cause students to lose interest in their work.

2. Teachers should plan carefully the Language Arts program in the first grade and should do research to select adequate Language Arts experiences in order to maintain interest. Teachers should request children to repeat more difficult nursery rhymes, poems, and stories for the purpose of retaining the main parts of these experiences.

3. Teachers should provide more opportunities for role playing or dramatic play which may serve as a motivating factor and at the same time make for a high retention.

4. Teachers should use widely audio-visual techniques such as flannel board and models for the purpose of making simple difficult experiences in the first grade.

5. Teachers should provide opportunities for pupils to do creative dramas for the purpose of stimulating pupils to relive the nursery rhymes, poems and stories that are taught.

6. Teachers should read widely many bibliographies in the field of Language Arts to familiarize themselves with this all important field.

7. More studies of this nature should be encouraged to refine the techniques of dramatic presentation of Nursery Rhymes, poems, and stories at the public school program level as well as the adult and college levels.

A REPORT OF A PLAN FOR GREATER PARTICIPATION IN AGRICULTURAL EXTENSION WORK THROUGH A COMMUNITY ORGANIZATION APPROACH

ENOS EDWARD EVANS

(LEONARD H. ROBINSON, *Adviser*)

Statement of the Problem. This study and procedure sought to answer the following question: How can a method of community organization be employed to promote greater participation in Agricultural Extension work?

Methods and Procedures. The survey method was used in this study. A schedule was carried to the farm and used during actual talks with the farmer. In addition, informal interviews were held in order to obtain information that would not be revealed where actual recordings were made. Notes of such interviews were made immediately afterwards. While such a procedure has recognized weaknesses, it is often necessary if one is to come to grips with data that can only be supplied by hesitant and doubtful informants.

Scope. This study was limited to two Negro communities in Wake County, North Carolina. These communities were largely populated by Negro farm families and included both owners and tenants. The Riley Hill community is twenty miles from Raleigh and is a rural community. The Fuquay Springs community is located seventeen miles from Raleigh. This town and its immediate surroundings provide a more or less typical *rurban* situation. This report is based on a period of study and activity extending from 1947 to 1949, however, four other communities were adopted later under the same procedure.

Summary. A program designed to improve agriculture and rural living must start with conditions as they exist. The people, the use of farm land, the crops, the livestock and the equipment were the criteria on which this program was built. The survey was made in order to establish, "where we are", in terms of where we are trying to go.

A concerted effort was made to include all people interested in the welfare of the farm family, such as, the Vocational Agriculture teachers, State and Federal Agencies, the County Health Department, and Business and Professional Groups.

An effort was made to have every farm family to set up goals and objectives. This community organization plan showed that participation in community activities doubled within the period of 1947 to 1949.

Recommendations. The writer recommended, on the basis of the findings in this project, that the separate community home demonstration club and the farm demonstration club be discontinued and only one community club be organized with both agents working together with the entire family.

It was further recommended that every organization in the county that is interested in agriculture and rural people be used in order to give a maximum service to the people. A careful plan of approach should be worked out in order to get the desired participation.

The last recommendation made was that we think in terms of the farm families and their progress and participation rather than petty differences that sometimes exist within organizations and among personalities.

A COMPARATIVE STUDY OF THE NURSERY KINDERGARTENS IN THE DAY CARE ASSOCIATION OF WINSTON-SALEM, NORTH CAROLINA WITH SET STANDARDS FROM THE NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION AND NORTH CAROLINA BOARD OF PUBLIC WELFARE

HELEN WILSON FALLS
(W. A. BLOUNT, *Adviser*)

Purpose of the Study. The purposes of this study were:

1. To determine the standards for Nursery Kindergartens in North Carolina and the standards that were being met by the three Nursery Kindergartens in the Day Care Association of Winston-Salem, North Carolina.
2. To trace the history of the Nursery Kindergartens in the Day Care Association of Winston-Salem, North Carolina.
3. To compare three schools in the Day Care Association of Winston-Salem, North Carolina.

4. To show how the three schools in the Day Care Association can meet the standards recommended by the North Carolina Department of Public Instruction and the North Carolina Board of Public Welfare.

Scope of the Study. This study was made over a period of twenty months, from September, 1954 to May, 1956. The investigation concerned information gathered from the Nursery Kindergarten curriculum of three schools, standards from the North Carolina Department of Public Instruction and the North Carolina Board of Public Welfare.

Methodology. The historical and normative survey methods were used in making this study.

Procedures. Information was gathered from the State Board of Public Welfare and the State Department of Public Instruction. Additional data were gathered through personal interviews, questionnaires, and observational tours.

Conclusions. This study revealed that the over-all standards for the three schools in the Day Care Association of Winston-Salem, North Carolina were gathered through personal interviews, questionnaires, and observation-program. This study further revealed that the three schools can be termed Nursery Kindergartens based on the standards being recommended by the State Department of Public Instruction and the State Board of Public Welfare.

Recommendations. 1. It was recommended that the board of directors, the persons responsible for the intake of pupils, and the maintenance staff continue to serve in the excellent manner in which they are serving.

2. Taking under consideration the fact that the director and some of the teachers are rated *excellent*, it was recommended that the director recommend a raise in the teachers' salaries, in order to be in a position to demand further professional study of the other teachers.

It was further recommended that in-service education classes be held with a qualified instructor.

3. All equipment termed fair was recommended for repairs or replacements.

4. It was further recommended that the education staff organize parent groups in Mount Zion and Friendship schools and efforts be made for more adequate parent participation in all schools.

AN INVESTIGATIVE STUDY OF THE ELIZABETH CITY STATE TEACHERS COLLEGE FOR THE YEARS 1946-1956

MADELINE SPRUILL GRAVES
(T. A. CLARK, *Adviser*)

Statement of the Problem. What progress and improvements have been made in the faculty and staff, buildings and grounds, and the curriculum at the Elizabeth City State Teachers College from 1946 to 1956?

Scope of the Problem. This study included a history of the Elizabeth City State Teachers College, Elizabeth City, North Carolina, with emphasis on the Founder and first President and present administration.

It also included the major improvements that have been made in the faculty and staff, building and grounds, and the curriculum at the college for the years 1946-1956.

Purpose of the Study. The purpose of this study was to bring to light additional information concerning a college for Negroes of North Carolina and to secure a written record of the progress at the Elizabeth City State Teachers College.

Methodology. The Historical and Normative Survey Methods were used in this study.

Procedure. The following steps were employed in order to make the investigation:

1. Personal interviews were held with the President and faculty of the college.
2. Old newspaper articles, books, pamphlets, journals, and magazines were read.
3. Visits were made to the college campus in order to obtain facts for this study.
4. Data from this study were compiled and certain conclusions were made.

Conclusions. As a result of the study, the following conclusions were reached:

1. The present administration of the Elizabeth City State Teachers College, Elizabeth City, North Carolina, has done a tremendous job in training young people, to become not only successful elementary teachers, but principals and supervisors as well.
2. There has been a significant increase in the value of college property with new buildings and more land causing students to enjoy more opportunities and privileges.

3. That living quarters for faculty members—four cottages for couples and a new dormitory for female faculty members—since 1950, have attracted more and better-trained persons to the college family, causing better family relationships and an atmosphere that is more home-like.
4. The curriculum has not kept pace with the changing times, so as to add technical training or trades, but is still relying on the field of elementary education alone; although, records show this field is overcrowded with Negro teachers.

Recommendations. As a result of the study, the following recommendations were made:

1. That the curriculum be revised so as to include Nursing in the college since there is a shortage of nurses.
2. That trades and technical subjects be included, therefore, changing the college from strictly an elementary teachers college to a teachers, trade, and technical college.
3. That additional research be compiled during the next year in order to find out the future outcome of the Elizabeth City State Teachers College.

AN EXPERIMENT DESIGNED TO SHOW HOW SOCIAL LEARNINGS MAY BE DEVELOPED IN THE FIRST GRADE AT THE J. J. JONES SCHOOL, MOUNT AIRY, NORTH CAROLINA

LORIS BRYANT GWYN
(F. R. ALSTON, *Adviser*)

Problem. This study sought to answer the following questions: (1) How may social learnings be achieved in the first grade? (2) How may these learnings affect the lives of the pupils? (3) How may a unit of instruction be used in the first grade to develop social learnings and understandings? (4) What relationship exists between academic readiness and acquisition of social learnings and understandings?

Purpose. The purpose of the study was to devise a plan by which social learnings and understandings could be acquired in the first year and correlated with readiness for reading as measured by the Row Peterson Reading Readiness Test, Form I.

Method and Procedure. This study was confined to 34 pupils enrolled in the first grade. The writer observed pupils that entered at the beginning of the school year and compiled a behavior record for each child. A unit on "Home and Family Life" was developed and put into action. At the

end of nine weeks it was determined, by the children's status of adjustment, whether achievement in school subjects could be made and, at the same time, traces of social adjustment within the group could be discerned as a result of exposure to various classroom activities.

A comparison was made of items on a check list of behavior characteristics and the results of the Row Peterson First Year Readiness Test, Form I, Grade I.

The historical method of research was used in developing the unit of instruction on "Home and Family Life" and the check list was used in rating growth in social learnings and understandings.

This study indicated that:

1. Children having had pre-school experiences did better than those without them.
2. Community organizations can provide social contacts for all age groups.
3. Parents and teachers need to work together to see that social adjustment needs are met.
4. Children need to belong to groups in which they can be a part of the social processes and have a part in the initiation and projection of social action.

This investigation resulted in the following recommendations:

1. That children living in remote areas be provided more and varied social contacts in the home and school as a means of helping them to become adjusted.
2. That an analysis of social adjustment be made periodically throughout the primary and grammar grades.
3. That a closer tie be made between the home and school through the Parent-Teacher Association of the school.
4. That parents provide children with travel experiences.
5. That opportunity be given children to enjoy play experiences with their peers.
6. That all teaching opportunities be utilized to help the pupils gain these social learnings.
7. That some type of adult education program be established in the community to broaden the education of those parents who did not have an opportunity to continue their education in high school and college.

A COMPARATIVE ANALYSIS OF THE MATHEMATICAL TEST SCORES OF NINTH GRADE STUDENTS OF THE NEGRO COUNTY SCHOOLS OF WILSON, NORTH CAROLINA FOR THE SCHOOL YEAR 1955-1956

JOHN WESLEY JONES
(NAN P. MANUEL, *Adviser*)

Statement of the Problem. To what extent, if any, do the mathematical test scores of ninth grade students of Speight High School and Springfield High School of the Wilson County Administrative Unit differ from the national norm?

Purpose of the Study. The purpose of this study was to make a comparative analysis of the results of 1955-1956 ninth grade mathematics test scores in the Negro County Schools of Wilson, North Carolina.

Scope of the Study. This study was limited to ninth grade students of Speight High School and Springfield High School, located in Wilson, North Carolina, for the school year 1955-1956. The scores made on the California Arithmetic Test for the Intermediate Grades, Form AA were the only ones used for this study.

Methodology. A combination of the normative survey and the statistical methods were used. Information was obtained by administering the California Arithmetic Test for Intermediate Grades 7, 8, 9, Form AA. After the data were collected, they were presented in tables and graphs.

At the beginning of the year, the principals of the two schools and the superintendent of the unit were consulted about the idea of making this type of study. Their approval was granted and the writer began investigating the different tests for one that would be best for the students of the particular area.

The test was given on the morning of September 8, 1955. All tests were given at the same time.

Procedures. The procedures for this study were as follows:

1. Read and analyzed materials in the field of investigation.
2. Administered the California Arithmetic Test for the Intermediate Grades, 7, 8, and 9.
3. Scored, analyzed, interpreted and recorded the test scores.

Conclusions. The writer drew the following conclusions from the study.

1. There was little difference in arithmetical ability between the ninth grade boys and girls in the Springfield High School, Wilson, North Carolina.

2. There was little difference in arithmetical ability between the ninth grade boys and girls in the Springfield High School, Wilson North Carolina.
3. There was little difference in arithmetical ability between the ninth grade group of Speight High School and the ninth grade group of Springfield High School.
4. The reasoning ability of the majority of the pupils was greater than their ability in fundamentals.
5. The entire ninth grade was far below the national norm in arithmetic reasoning.
6. The entire ninth grade was far below the national norm in arithmetic fundamentals.
7. Uniform performance was significant throughout the tests in both schools.

Recommendations. The analysis and evaluation of the test data warranted the following recommendations:

1. That a committee of teachers and the principal of each school be formed to make plans to raise the mathematical ability of the students in their schools.
2. That more attention be given in the teaching of the number system, which is fundamental in the solving of all problems.
3. That a study be made of these same students over a period of years to see what improvement has been made.
4. That a study of arithmetical abilities be made of the students entering the upper elementary grades.

THE EDUCATION VIEWS OF MARTIN LUTHER

GWENDOLYN CHERI LAURENT
(WALTER I. MURRAY, *Adviser*)

Statement of the Problem. Monumental contributions to the field of education have been made by a few individuals who have distinguished themselves in disciplines other than education. One such person was Martin Luther. There is a need for knowledge of contributions of this great man to the field of education.

Purpose of the Study. The purpose of this study was to inquire into Luther's views on education in an effort to discover whether or not they contained philosophical principles founded in so-called modern education.

Scope of the Study. This study was limited to the views of Martin Luther as revealed in his writings and his sermons. These were selected

on the basis of their pertinence to the answers to the questions raised in the study.

Method. The historical method was utilized. Indirect observation were recorded through documents, longitudinal and uncontrolled. Internal and external criticisms were applied wherever it was possible.

Procedure. The first phase of the study involved Luther's views on education. Documental data were used.

The second phase of the study involved a critical appraisal of Luther's views in light of modern educational theories and philosophies.

Summary and Conclusions: The conclusions drawn from the study are as follows:

1. Luther advocated universal education.
2. It was Luther's conviction that schools should be state controlled and supported.
3. School should be free; and attendance, compulsory.
4. The reformer encouraged higher education for highly intelligent students.
5. School curriculum should be designed in terms of the *needs* of children.
6. Grammar is important; but content, more.
7. Classical languages should be learned by practice.
8. All teaching in the primary school should be done in the vernacular.
9. The nature of child life is significant.
10. History is important, if taught by example and illustration.
11. All education is subservient to the Christian ideal.

FINANCING SUPERVISED FARMING PROGRAMS IN FIVE SELECTED NORTH CAROLINA COUNTIES

LEROY McDOUGAL, JR.
(G. F. RANKIN, *Adviser*)

Purpose of Study. The general purposes of this investigation were to discover the problems confronting all-day students of vocational **agriculture** in financing supervised farming programs and to determine what methods were used to finance these programs. The specific objectives of this study were as follows:

1. To determine the extent to which all-day students of vocational **agri-**culture use credit in financing their supervised farming programs.

2. To investigate the methods used to finance supervised farming programs.
3. To analyze the problems that confront all-day students in securing adequate finance.
4. To compare the problems related to financing farming programs confronting all-day students living in diversified counties with those students living in agricultural counties.
- 5 To compare the methods of financing these programs used by students living in diversified counties with those of students living in agricultural counties.

Scope of Study. This study was limited to the public secondary schools of North Carolina. It was further limited to secondary schools having departments of vocational agriculture which serve Negro youth. It dealt specifically with the practices followed in financing the supervised farming programs of all-day students in eight departments of vocational agriculture. Finally, it was limited to the junior and senior students enrolled in vocational agriculture who conducted supervised farming programs during the 1955-1956 school year.

Procedure. The investigator reviewed available literature related to the problem. An interview guide was developed and reviewed by graduate students and other persons familiar with the problem. A personal visit was made to each of the departments of vocational agriculture included in the study, and interviews were conducted with the junior and senior students of vocational agriculture and their teachers. The data collected were tabulated, summarized, analyzed, and presented in a written report.

Conclusions. As a result of this study, the writer drew the following conclusions:

1. Parents were the source of finance reported most frequently by the students in both the agricultural and diversified counties.
2. There were nine sources of finance reported by the students; however, the students were not making effective use of all the available sources of finance.
3. Securing adequate finance was the *number one* limiting factor faced by students in selecting and expanding programs of supervised farming.
4. The students living in the agricultural counties as well as those living in the diversified counties faced the same general problems in securing finance for their supervised farming programs.
5. The students living in the agricultural counties and those living in diversified counties used the same methods in financing their supervised farming programs.
6. Supervised farming programs in vocational agriculture can be financed successfully by individuals and credit agencies.

Recommendations. As a result of this study the investigator made several recommendations. It was recommended:

1. That a larger percentage of the students of vocational agriculture be encouraged to borrow money to increase the scope of their supervised farming programs.
2. That more students be encouraged to borrow money from the banks and businessmen in order to get the experience of negotiating loans.
3. That greater emphasis be placed on budgeting and record-keeping with the students.
4. That teachers of vocational agriculture acquaint students with various sources of finance that are available in their respective communities.
5. That teachers work to develop closer cooperative relationships between students, their parents, and landlords where necessary.
6. That teachers of vocational agriculture contact local business concerns and secure their help in developing livestock chains to aid students in expanding their supervised farming programs.
7. That further research be done in connection with this program.

PLANNING AND SUPERVISING FARMING PROGRAMS OF ALL-DAY STUDENTS BY SELECTED TEACHERS OF VOCATIONAL AGRICULTURE IN NORTH CAROLINA

MAYES MCKINLEY
(G. F. RANKIN, *Adviser*)

Purpose of Study. The general purpose of this investigation was to determine the practices followed by teachers in planning and supervising farming programs of all-day students. The specific objectives of this study were as follows:

1. To determine the kinds of productive projects, improvement projects, and supplementary farm practices planned and completed under the supervision of selected teachers of vocational agriculture during the 1954-1955 school year.
2. To determine the practices followed by the teachers in planning supervised farming programs with all-day students during the 1954-1955 school year.
3. To determine the practices followed by these teachers in supervising the farming programs of all-day students.
4. To offer some constructive recommendations.

Scope of Study. This study was limited to Negro teachers of vocational agriculture in North Carolina. It was further limited to those teachers who had advised one or more successful candidates for the Modern Farmer

Degree between 1953 and 1955. The investigator presumed that teachers who had advised successful candidates for the Modern Farmer Degree had also developed some skill and efficiency in planning and supervising farming programs. Forty-six teachers were included in this investigation.

Method and Procedure. This study was conducted in the following manner:

The investigator reviewed available literature related to the problem. An interview guide was developed and the participating teachers were interviewed in order to secure information concerning the practices followed in planning and supervising farming programs of all-day students of vocational agriculture. The supervised practice reports of the selected teachers were studied to determine the productive enterprises, improvement projects, and supplementary farm practices completed by all-day students under the supervision of the teachers. The data were gathered, analyzed, and presented in a written report.

Conclusions. From the data gathered in connection with this investigation the following conclusions were drawn:

1. The teachers stressed the types of productive projects that were typical of the farming in their areas.
2. A wide variation was noticed in the types of improvement projects and supplementary farm practices reported by the teachers.
3. Practices on homestead improvements were stressed more than any of the other practices reported under improvement projects and supplementary farm practices.
4. In planning the supervised farming program more emphasis was placed on motivating the student and organizing the program than on getting the cooperation of the parents.
5. A majority of the teachers gave more attention to the practices related to conducting on-the-farm instruction than they did to the practices dealing with home-farm visits.
6. Many teachers were not giving sufficient attention to the problem of helping students to devise suitable methods of financing farming programs.

Recommendations. As a result of this investigation the investigator made the following recommendations:

1. More emphasis should be placed on getting parents' co-operation in planning the supervised farming program of the all-day student.
2. More emphasis should be centered around helping the student finance his supervised farming program.
3. Teachers of vocational agriculture should more frequently leave a copy of recommendations with the student during home-farm visitations.

4. More studies should be conducted in the area of supervised farming so that the leaders of agricultural education and teachers of vocational agriculture may have more information available for strengthening the program.

**A COMPREHENSIVE STUDY OF FACTORS, DATA,
INFLUENCES AND INFORMATION OF PRE-SCHOOL
CHILDREN IN ORDER TO FACILITATE THE PROGRAM
OF FIRST GRADES AT THE WILLIAM H. BLOUNT
ELEMENTARY SCHOOL, WILMINGTON,
NORTH CAROLINA**

ESSIE RICHARDSON MILLER
(O. A. DUPREE, *Adviser*)

Statement of the Problem. What factors, data, influences, and information of pre-school children will influence the first grade program of the William H. Blount Elementary School, Wilmington, North Carolina?

Scope of the Study. This study was limited to information and facts concerning children entering the first grades of the William H. Blount Elementary School, September, 1955.

Purpose of the Study. The purpose of the study was to gather data, study influencing factors, and to gather information relative to pre-school children in order to plan better first grade programs.

Methodology. The historical, observation, and case methods were used in this study.

Conclusions.

1. That mothers in the William H. Blount Elementary School area had more educational training than fathers.
2. That most parents were common or skilled laborers. Very few were professional. There seemed to have been need for more farming.
3. That there was a lack of early home training, which left the children dependent on others for personal needs and safety.
4. That all parents did not avail themselves of the advantages of the pre-school clinic in order to understand the latest scientific methods of child care.
5. That Reading Readiness and number sense could be motivated through play.
6. That pre-school children could learn to write before coming to school if encouraged.

7. That long and short trips away from home tended to put children on their own and aroused their curiosity to ask questions.
8. That pre-school children learned much from Fairy Stories and Nursery Rhymes. Stories and Rhymes created a desire (in the child) not only to listen but to imitate and to act the part of characters in the story.
9. That children's attendance at religious services and activities, together with home training, tended to mold good moral habits.
10. That recreation was a fundamental factor in the lives of adults and children.

Recommendations.

1. That Adult Education classes be organized in the William H. Blount School area. That the program of the Parent Teacher Association be improved to include visual aids, speakers and demonstrations so that the parents can be better informed as to the needs of their children.
2. That the cooperation of the County Farm Agent and agricultural teacher be sought to work with the parents in order to encourage them to use more land for farming.
3. That parents be urged to spend more time training their children in the home to care for themselves.
4. That special effort be made to encourage parents to bring their children to the pre-school clinic.
5. That parents encourage their children to play with their brothers, sisters and neighbors in order that they will feel wanted and willing to share.
6. That parents encourage their pre-school children to attempt to write.
7. That parents plan long and short trips away from home for their children.
8. That parents be encouraged to furnish their homes with modern equipment in order that their children can grow up in a comfortable atmosphere.
9. That parents be encouraged to select books for the home on the child's level for whom they are bought, and that new books be added from time to time.
10. That more parents be urged to take their children to church services and activities.
11. That recreational centers for adults and children be set up in the fourteen different communities represented in the William H. Blount Elementary School area.

**A STUDY OF THE OPINIONS OF THE NEGRO PRINCIPALS
AND TEACHERS OF GASTON COUNTY, NORTH CAROLINA
TO DETERMINE THE ADVANTAGES AND DIS-
ADVANTAGES OF SOCIAL PROMOTION
FOR THAT COUNTY**

JAMES S. MILLER

(A. F. JACKSON, Adviser)

Statement of the Problem. This study was made to determine the teachers' opinions as to the advantages and disadvantages of socially promoting the children of Gaston County.

Purpose of the Study. The purpose of the study was to determine the advantages and disadvantages of social promotion to the student, teacher, and school in order to set up more effective promotional procedures in the Dallas Elementary School.

Scope of Study. The study was made in ten Negro schools of Gaston County which embraced 4,305 pupils, 128 teachers and 10 principals. The study was limited to the teachers and principals of Gaston County.

Use and Value of Study. Through the findings of the study, the writer hoped to set up some valid criteria for promotion. The principals of Gaston County have requested a copy of the findings to be used in improving social promotion in the other schools.

Methods and Procedures. The historical and normative survey methods were used in making the study. The following steps of procedure were employed:

1. The writer had a personal conference with the County Superintendent in order to present the problem and make known the writer's intentions. Permission was granted for the use of the county records in making the study.
2. Questionnaires were constructed and distributed to all of the teaching personnel of Gaston County for the 1955-1956 school year.
3. Statistical tables were used to present the study's findings.

Summary. With reference to advantages, the study revealed that social promotion (1) gave the pupil a feeling of success and confidence, (2) evaluated pupils' accomplishment in terms of his own progress rather than in terms of pre-determined subject matter subjects, (3) prevented feelings of inferiority, (4) prevented maladjustment, (5) made provisions for pupils to pass over work beyond their capabilities which they could not help failing, (6) gave pupil opportunity to work to his own ability, (7) prevented the discouragement and low morale that results from failure,

(8) reduced behavior problems, (9) lowered the cost to the state and prevented over-crowded conditions, (10) relieved the school of the burden of keeping a child in a grade until he met the standard, (11) proved less strenuous for teachers, and (12) reduced the number of over-sized and slow learning pupils, and (13) made provisions for individual differences.

With reference to the disadvantages of social promotion, the study revealed that it (1) made teaching more difficult, (2) required individual attention by the teacher, (3) required in-service training for teachers on child growth and development, (4) did not aid the teacher in checking the pupils' accomplishments, (5) made it difficult to obtain reading materials of varying difficulty geared to grade level being taught, (6) brought criticisms on the school for dis-coordinated promotional system, (7) caused a greater cost because of the need for more specialists on the faculty, smaller classes, and special reading classes, (8) multiplied social problems and made for delinquency, (9) reduced incentive to superior scholastic achievement, (10) did not aid in developing good work habits, (11) sent students through school and into life ill equipped academically, and (12) caused the pupils emotional disturbances.

Recommendations. The writer, therefore, recommended that:

1. The teachers, parents, students and all concerned be informed of:
(a) what social promotion is, (b) the policies governing social and non-social promotions, and (c) parents be informed in writing of the progress of their child and regular conferences be held with them.
2. A standardized testing program be utilized bi-annually with all children on every grade level to determine their ability and grade placement.
3. All mentally retarded or maladjusted pupils be separated and ungraded; that their traditional marking system be dissolved, and the best trained teachers available be assigned, not only to these pupils, but to all primary pupils.
4. After completion of the ungraded primary level, a course of study be devised which embraces various skills, handicrafts, etc., which require less mental ability to master.
5. A special record of all ungraded pupils be kept, and similar recordings be made on the pupil's cumulative record and in the teachers' registers.
6. Only the ungraded pupils be socially promoted, and all others be required to meet the standard set up by the school staff and if failures persist, they be failed.
7. All students be permitted to associate with their peers in all other phases of school life, such as games, lunch, movies, extra curricular activities, and the like, but remain separated in their academic work.
8. That the curriculum be revised in the junior high and high school to include a program which is suited for children who cannot get the traditional work.

9. All teachers, parents, and other interested personnel be informed that there is no law requiring 100 per cent promotion and in a professional manner adhere to the outlined program.
10. A different type of promotional certificate or diploma which certifies the pupil's ability and accomplishments be issued the socially promoted students upon graduation, and that all necessary data relative to his ability be transferred to the respective school of higher learning when such a student requests admission thereto.
11. All Administrators discuss the promotional procedures, revised curriculum, the acquisition of specially trained teachers, and other plans with the superintendent of instruction and request his assistance in putting the program into effect.

A SURVEY OF THE METHODS AND PROCEDURES EMPLOYED IN THE TEACHING OF THE SOCIAL STUDIES IN GRADE SEVEN IN FIVE SCHOOLS IN MECKLENBURG COUNTY, VIRGINIA

MILDRED VIRGINIA MOORE
(O. A. DUPREE, *Advisor*)

This thesis was to determine some of the best methods and procedures that were used in the teaching of social studies in grade seven in five schools of Mecklenburg County, Virginia.

The purpose of this study was to show what methods and procedures for the teaching of social studies could best be used for instructional purposes in five schools of Mecklenburg County, Virginia.

The scope of the study was limited to geography, history, and civics because these were the areas designated by the State of Virginia for the teaching of social studies in the seventh grade. The study was limited to grade seven in five schools of Mecklenburg County, Virginia.

The methodology employed in this study was limited to the historical survey method. The writer also conducted interviews to ascertain difficulties confronting the teachers in the teaching of social studies.

Summarizing the definite trends in the teaching of social studies, the writer found that:

1. All the schools except one, Cotton Creek, had allotted 60 minutes per day for the teaching of social studies. Cotton Creek devoted 105 minutes per day.
2. Sixty per cent had in-service training. All had engaged in personal study and 80 per cent had engaged in extension courses.

3. Forty per cent of the teachers used models to teach social studies; 80 per cent used creative art and real experience and 60 per cent made trips to historical places and trips to the movies for improving their social studies teaching.

4. All teachers considered group cooperation, citizenship and appreciation of human relationship as points to be considered as the most important things pupils should learn from their social studies teaching. Three of the schools considered national pride and customs of other lands as important factors pupils should learn from their social studies teaching.

Emphasis has gradually shifted to methods that tended toward the socialization of the individual. The methods that received the major emphasis were those that centered on student activity of learning. The aims of these methods were directed beyond the acquiring of knowledge to the orientation of the pupil to his civic and social responsibilities. Among the methods that were given emphasis to the new aims and objectives were the socialized recitation, the problem and project method. All of these methods or teaching procedures had a dual purpose—the development of personality of the individual and at the same time, preparation for him to be a socially minded and socially efficient citizen.

The writer presented the *following recommendations for consideration*:

1. That all schools consider a time element in the teaching of social studies so that all of the subjects will be taught during the day.

2. That teachers acquaint themselves with the State's Course of Study, other Courses of Study to understand fully the time allotment given to all areas of learning in the elementary school.

3. That the teachers continue their professional study in all departments, especially in summer school, and that principals set up a well and organized in-service training program for the staff.

4. That the teachers use care in selecting social studies teaching aids for the seventh grade.

5. That the teachers use, more widely, various methods of teaching.

6. That teachers be familiar with the recent professional magazines, pamphlets, booklets, and books on the teaching of the social studies program.

7. That the teachers base their units on a center-of-interest as outlined either by a Course of Study, author, or a faculty study.

8. That the project problem and unit method be more often used.

9. That the use of models as a teaching technique be considered by the teachers.

10. That workshops be held in the county for teachers to be instructed in how to use the projectors and filmstrip machines in the teaching of social studies.

11. That the teachers assume their responsibility in preparing the pupils of today for their role of citizens of tomorrow and that they consider the social studies program as one of the best means through which this can be done.

A PROPOSED INDUSTRIAL ARTS PROGRAM FOR MINERAL SPRINGS SCHOOL, RICHMOND COUNTY, NORTH CAROLINA

DEWEY GLYNN PEARSON
(C. W. PINCKNEY, *Adviser*)

Statement of the Problem. In what way will an industrial arts program contribute to the educational experiences of the pupils as well as meet the needs of the community if included in the curriculum of the Mineral Springs High School, Richmond County, North Carolina?

Scope of the Study. This study was limited to the curriculum of the Mineral Springs High School, to approximately 200 boys and girls, and to the needs of the community.

Method. The normative survey method, with questionnaires, was used in the development of this study.

Findings. The writer recognized the fact that learning takes place most effectively in response to the questions and problems identified by the individuals concerned, a situation in which the prospective learner has in mind his own welfare, interests, and needs. Thus, it was apparent that the findings of this study would suggest revision of the secondary school curriculum and the need of industrial arts to help youth adjust to their vocational future and emerging adult status. These immediate concerns as well as factors in determining the content of the curriculum should comprise the major contributing source of the learning enterprises which make up the curriculum.

It is the major duty of the secondary school to develop well-rounded personalities that are able and willing to take their places in society. This gives some feeling of security in vocational competence, social obligations and competence in relationships with others. This study also suggested a shift in the character and content of the prevailing secondary curriculum. If one accepts the philosophy that the school is to train for vocational competence, meet personal needs and adjust problems of youth, so far as is practical, some consideration of vocational choice and placement is desirable, during the secondary years. The findings showed that the participating youth want more training in industrial arts. Surely, if the school is an agency to train youth and prepare them for life, the curriculum makers cannot overlook the desire and need of these youth for vocational guidance.

In conclusion, it should be emphasized that the inclusion of an industrial arts program in the curriculum as suggested by pupils, parents, and patrons would not only enrich the school experiences of the pupils, but the community as well. Findings in this study suggested that a school curriculum be organized and developed so as to provide youth with those guiding learning experiences which will enable them to adapt themselves to their present experiences so that these pupils may be prepared for living in a

changing democratic society. The respondents of the consolidated communities of Mineral Springs High School expressed a desire for industrial arts in the curriculum.

Recommendations. The writer made the following recommendations as a result of this study:

1. That these pupils be given some type of occupational guidance at the secondary level.
2. That some provision be made for industrial arts in the Mineral Springs High School curriculum.
3. That boys and girls in grade seven through twelve have at least one hour in shop per day for at least two years.
4. That industrial arts courses include metal work, woodwork, leather work, plastic, auto mechanics, electricity, plumbing, and pottery.
5. That all pupils be constantly informed of current occupational information.
6. That some attention be given to leisure time interests of pupils in handicraft activities.
7. That there be set up in Mineral Springs High School a continuous and adequate system of guidance throughout the secondary years.
8. That the revised curriculum of the secondary school be built around individual interest and vocational preparation.
9. That any program of vocational preparation be based upon the kind of jobs available in the consolidated school communities as well as other communities.

A PILOT PROGRAM TO HELP THE MENTALLY RETARDED HIGH SCHOOL STUDENT OF CARVER CONSOLIDATED SCHOOL, FORSYTH COUNTY, BECOME A SERVICEABLE MEMBER OF SOCIETY

JOHN DEVERO PETERSON
(W. A. BLOUNT, *Adviser*)

Statement of the Problem. The high school must better meet the need of the mentally retarded if he is to live in the present society with a reasonable amount of success and happiness, contribute to the democratic way of life, and become a more satisfied serviceable member of an on-going democratic society.

With the fundamental aim of all education in mind, which is to teach children to live a wise and well-satisfied life in the environment in which they may find themselves, this study proposed a suggested program to

help these students to perform up to their individual level of competence so as to become contributing members in our democratic society.

Purpose of the Study. 1. To ascertain from books and periodical literature suggestions about a curriculum that would fit the needs of the mentally retarded secondary school student.

2. To determine what activities would best aid in fostering the learning of mentally retarded students.
3. To find out what experiences were needed for special classes and to understand how to best organize experiences activities for maximum learning.
4. To design a program which would enable the mentally retarded to become useful citizens, gain happiness and a degree of success in the democratic way of life.

The Scope of the Study. This study was intended to propose a program for the mentally retarded high school students of the Carver Consolidated School of Forsyth County, North Carolina.

Methodology. Documentary research and personal interviews were utilized in this study.

Procedures of the Approaches. The following steps were employed in making this study:

1. Documentary Research and review of literature on the following:
 - a. Proper care for the mentally retarded secondary student.
 - b. Objectives of the mentally retarded program.
 - c. Essential experiences and activities for mentally retarded program.
 - d. Employment of graduates of special classes.
2. The writer selected a curriculum design given by an authority in the field as follows:
 - a. Definition of the objectives to be attained.
 - b. Selection of experiences to attain these objectives.
 - c. Organization of these experiences for instructional purposes.
 - d. Evaluation to determine the extent to which these objectives had been attained.
3. For each aspect of the design, the writer utilized a select number of contributors to the field of curriculum who had advanced ideas on the aspect of the design. They were selected on the basis of their having written books and/or articles on the particular aspect. Pertinent information as regards parts of the design were applied to the proposed program.

Summary and Conclusions. After a thorough study of the data collected, the writer reached these conclusions:

The education of the mentally retarded is predestined to remain an important responsibility of the schools of our community.

Instructions that were beyond the ability of the mentally retarded, however worthwhile in themselves, had no place in the educational program. His experiences should lead him into his activities, and the activities should be interesting and at the same time give him the satisfaction of success.

Emphasis should be placed upon curriculum adjustment and continuous modification in light of the rapidly changing social order if we are to help the retarded realize the fundamental aim of education in our democratic society.

First-hand experiences should be used as primary sources of ideas and interests around which the classroom activities are built. Books and other forms of reported and secondary experiences may serve to enrich, illuminate, and refine his experience.

Since the mentally retarded must live in a democratic community with its many complex social-economic problems, he must be convinced that he should continue his education throughout life.

The mentally retarded, through guidance and instruction designed to stimulate his growth to the fullest stature that his powers permit, can be helped to stand on his own feet and live in the world, self-reliant and unafraid as a serviceable member of our democratic society.

THE GROWTH OF RECREATION IN WINSTON-SALEM, NORTH CAROLINA FROM 1944-1954

THOMAS FOY POAG
(WALTER I. MURRAY, *Adviser*)

Statement of the Problem. A complete record of the changes which have occurred in the recreational program of Winston-Salem, North Carolina, extending in this ten year period, should, by itself, make for a needy reference in the field of recreation. The problem of this study was to find out what factors had contributed to the growth and development of the program of activities in the Recreational Department of Winston-Salem, North Carolina, from 1944 to 1954.

Scope of the Study. This study was limited to the Recreational Department of Winston-Salem, North Carolina, between 1944 and 1954.

Methodology. The information for this study was obtained through personal interviews and reports found in the library and the office of the Winston-Salem Department of Recreation. This study included a combination of the historical and statistical methods.

Purpose. The major purpose of this study was to determine causes of or factors in the growth of the recreation program during 1944-1954.

Findings. The following appeared to be sufficient and necessary conditions which accounted for the growth and development of the Winston-Salem Recreation program:

1. Growth in population has characterized Winston-Salem as metropolitan. The population during the period studied increased from 80,000 to 90,000. This factor, which was confirmed by data presented in this study, suggested that this community had common recreation interests.
2. Increased demands for neighborhood recreation were factors of growth. The persistent demands for varied programs to satisfy neighborhood specific needs were contributory factors to increase in program offering. The number of activities sponsored grew from 62 to 93.
3. Federal subsidies were factors of growth. These subsidies were reflected in data presented on capital outlay. Budget items showed that subsidies enabled the recreation department to make capital improvements.
4. Willingness on part of the community to support recreation as shown by annual increases in budget was a factor of growth and in development. Budget total increased from \$50,981 to \$251,339.
5. Trends in community characteristics were factors in planning, directing, and maintaining the recreation program of Winston-Salem. They, in turn, were factors in the growth and development of such programs.

AN ANALYSIS OF THE ARITHMETICAL ABILITIES OF FIFTH GRADE NEGRO PUPILS OF WILSON COUNTY FOR THE YEAR 1955-1956

ERNEST STEPHENS

(NAN P. MANUEL, *Adviser*)

This study was to determine the relationship between the mastery of arithmetical reasoning and arithmetical fundamental concepts and skills of the pupils of the fifth grade in Wilson County, North Carolina, and how they compared with the National Norm.

This study should be useful to the mathematics teachers of the Wilson County Schools. It should be helpful in developing a remedial program in arithmetic within the schools of Wilson County.

The analysis and evaluation of the test warranted the following recommendations:

1. That an analysis be made of learning difficulties of the fifth grade of Wilson County schools to point out difficulties where there is an urgent need for improvement.

2. That a study be made of these same pupils over a period of years to see what improvements have been made.
3. That the teachers of mathematics, along with principals of the schools of Wilson County, formulate plans to design a program to raise the mathematical ability of the pupils in their schools.
4. That more attention be given to the teaching of the number system, for this is fundamental in both arithmetic fundamentals and arithmetic reasoning.

A STUDY OF RECREATION AND RECREATION FACILITIES AVAILABLE TO THE YOUTH OF GREENSBORO, NORTH CAROLINA WITH SUGGESTED IMPROVEMENTS

LOUISE H. SUMMERS
(L. H. ROBINSON, *Adviser*)

Statement of the Problem. It was expected that this study would serve as a basis for a better recreational program for the future young citizens of Greensboro, North Carolina. It was also hoped that students interested in physical education and recreation might find the study useful in their work after graduation.

This study should also serve as a guide in selecting better facilities and better trained leaders and workers in the field of recreation.

Purpose of the Study. The purpose of this study, primarily, was to give some pertinent facts along with appropriate analysis and evaluation of these facts, of the facilities and types of recreation available to and engaged in by the youth of Greensboro, North Carolina. It was hoped that workers in the field of recreation would derive a benefit from the study and would stimulate more satisfying and improved recreation for youth, especially during the vacation period.

Scope of the Study. This study was limited to the Negro youth of Greensboro, North Carolina, embracing an investigation of the facilities and activities at the Golf Course, the Hayes-Taylor YMCA, the Susie B. Dudley YWCA, Windsor Community Center, and the City playgrounds for Negroes.

This study did not include recreation provided at churches or theaters.

Methods. The survey and descriptive analysis methods were used in conducting this study.

Procedures and Approaches. The procedures used were as follows:

1. Permission to visit and observe activities was obtained from the recreationists or directors in charge at each center.
2. A personal visitation to each center was made to observe facilities and activities at each center.

3. A study was made of both personnel and participants, at the various centers, through questionnaires filled out by them, and by using these data in setting up the study.
4. Information from local, state, and national headquarters, on Recreational activities, was also used.

Findings. The results of the study pointed out that the recreational facilities in Greensboro, North Carolina, were relatively limited and that the youth of the city were not stimulated to full participation in the program offered.

It was also found that there were not enough trained workers, at the various centers, to give the necessary instruction to the large number of participants.

As for the physical layout of the centers, more equipment and another swimming pool seemed to be in demand.

Recommendations. As a result of the findings the following recommendations were made:

1. To start new activities and expand the old ones.
2. To staff each center with more workers and also workers trained and interested in our youth.
3. To offer a more varied program to meet the needs of the youth.
4. To educate youth to an appreciation of and a love for the aesthetic development.
5. To offer a program of recreation that would reach further into the home through more and varied community activities.
6. To extend the program of arts and crafts and to have more exhibitions.

THEORIES OF THE TEACHING OF THE COMMUNICATIVE ARTS IN THE HIGH SCHOOL IN NORTH CAROLINA — 1954

JOSEPH C. WALTERS
(CHARLES R. WYRICK, *Adviser*)

Purpose of the Study. The purpose of this study was threefold: To discover whether methods employed by teachers of English are in step with modern trends; to inspire a greater interest in adequate practice and training in good usage and writing activities; and to offer recommendations as to how these methods might be related to the experiences of the students.

Scope of the Study. This study was confined to a review of literature dealing with modern methods in the teaching of English which are de-

signed to meet the needs of high school students who study written composition, and to make a survey of current practices used among 205 teachers of English in North Carolina in order to discover statewide trends.

Significance of the Study. This study was significant because it sought to ascertain modern trends in the teaching of composition. It was expected that the findings would be of value to teachers of English who have found difficulty in directing the learning of students of varying abilities and varying experiences. Moreover, teachers of English in both the rural and urban high schools in North Carolina could compare their methods to see if their approaches to the teaching of English are up-to-date.

Methodology. The Normative Survey and The Literary Survey were used to collect data.

The writer conducted this study through the use of the questionnaire. It was expected that the following information would be procured.

1. The professional preparation, experience, and competence of teachers.
2. The status of individual branches of the teaching of grammar, usage, and written English.
3. The teaching materials being used—texts, references, and periodicals.
4. A contrast between rural and city schools in the teaching of English as to the amount of time spent on grammar and composition.

Summary and Conclusions. From the analysis and evaluation of the data collected in this study, the writer concluded that the best teaching of English in North Carolina had not been in written composition. The number of pupils per class ranged from 10-60; thus making it impossible for teachers to devote sufficient time to instruction and to the careful scrutiny of written exercises.

Although the majority of teachers in the study claimed to have used the Functional Approach to the teaching of English, many of their activities were directed toward the Formal Approach. This observation seemed to show that teachers themselves had been confused.

Recommendations. With the hope of raising the efficiency of teaching written composition in the high school, the writer offered the following recommendations:

1. That in order to bridge the gap of knowledge regarding the student's preparation in English, high school teachers of English become acquainted with exactly what is being taught in the elementary schools in their communities.
2. That a better use be made of a coordinated program in English from the first grade through high school.
3. That high school teachers of English and college teachers of English make some coordination in the teaching of English between high school and college.

4. That the training acquired in the writing of occasional essays by students be supplemented by practice in daily themes.

5. That daily themes of first and second year high school students not exceed a paragraph or two in length.

6. That short themes be carefully marked by the teacher but not re-written by the student unless there are evidences of carelessness in spelling, punctuation, handwriting, or sentence structure.

7. That in grading themes, teachers refrain from discouraging the student to write by marking every error found in the composition.

8. That the subjects of daily themes be as varied as possible and ordinarily chosen by the student. If the student were to write about his own experiences and desires, his theme would be better in content.

9. That with regard to grammar and usage, teachers refrain from teaching through the pupil's recitation of abstract rules. Grammar should be concerned with efficiency in writing and speaking.

10. That in order for teachers to devote more time to the marking and grading of papers, their teaching schedules be reduced by assigning them one class less than the number normally assigned as a teaching load.

11. That literature and composition be correlated during both semesters. The practice of teaching grammar and composition only for one semester should be discouraged.

12. That institutions of higher learning concerned with the training of teachers of English refuse to grant credit to students who fail to master the techniques of composition.

13. That a similar study be made at a five year interval and an examination be made of the curriculum of colleges preparing students to teach English in the high school.

A STUDY OF THE CHARACTERISTICS OF THE PROSPECTIVE FIRST GRADERS SEEN IN THE WINSTON-SALEM, NORTH CAROLINA, PRESCHOOL PSYCHOLOGICAL CLINIC ADJUDGED READY FOR SCHOOL AS COMPARED WITH THE CHARACTERISTICS OF THE PRESCHOOL FIRST GRADERS ADJUDGED NOT READY FOR SCHOOL

MARION BRYAN WILSON
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Statement of the Problem. The conception of readiness has been broadened in terms of an individual's life, his physical condition, his human relationship as well as his intellectual ability.

In this study, the investigator's problem was that of determining the characteristics of the prospective first graders adjudged ready for school as compared with the characteristics of the prospective first graders adjudged not ready.

Method. The normative survey method was used in conducting this study. The data were obtained from the Winston-Salem, North Carolina, Public Schools Pre-school Psychological Clinic School Readiness Profiles compiled during the period 1953-1955.

Scope. This study was delimited to 301 children, of whom 194 were white and 107 were Negroes. Of the white children, ninety-five were female and ninety-nine were male. Of the Negro children, sixty-one were female and forty-six were male. The study was further delimited to the characteristics of these children as revealed by the California Test of Mental Maturity and the individual psychological examination which included one or more of the following:

1. Revised Stanford-Binet Intelligence Scale, Form L;
2. Wechsler Intelligence Scale for children;
3. Leiter International Performance Scale (non-verbal);
4. Goodenough Draw a Man Test.

Personality characteristics were limited to those revealed by the following tests:

1. Children's Apperception Test;
2. Rorschach Ink Blots;
3. Blacky Pictures; and,
4. Machover Human Figure Drawing.

Procedures. Figures were drawn to indicate the sequential steps in pre-school evaluation of prospective first graders, the mental age distribution, and the intelligence quotient distribution of the 301 children studied. Tables were made to show the classification and the distribution of the chronological age of the children. The children were classified according to their readiness for a first grade program.

The children who were adjudged ready for first grade excelled those adjudged not ready for first grade in visual and auditory discrimination, number concepts, coordination, visual-motor and speech. Further the children who were adjudged ready displayed some originality and likewise a desire to know. They had the ability to make logical associations and had longer spans of attention, and further they had varied interests.

The children adjudged not ready had poor articulation and further they were inferior in general intelligence to those children adjudged ready. However they were not inferior in medical or dental conditions.

Findings. This study tended to prove that children who were less than the ideal age for school entrance, six years six months, had very poorly developed basic skills for first grade. The problem was simply one of immaturity, and therefore the child could not be expected to learn beyond his level. The children who had been adjudged not ready for a regular first grade program had not reached the level of maturation necessary to begin school. These children were in need of a pre-first grade program or an orientation program. The children who were adjudged not ready for a first grade program did not possess the characteristics necessary for adequate learning at the first grade level.

Prediction of readiness for learning depended upon:

1. The child's physical development, including auditory perception, visual perception, speech development, and motor development.
2. Mental development, including maturation, background of experience, concepts, and meanings.
3. Language development.
4. Attitude as reflected by a desire to learn and interest in subjects.
5. Personal-social and emotional development.

The intelligence quotient range of the 262 children or 87.05 per cent who were adjudged ready was 129, whereas the mental age range of these children was seven. The intelligence quotient range of the thirty-nine children who were adjudged not ready was thirty-nine, whereas the mental age range of these children was thirty.

The study revealed that 137 children or 45.51 per cent of the 301 prospective first graders who were seen in the Preschool Psychological Clinic, 1953-1955, were between the ages of six and six years five months; whereas sixty-three or 20.93 per cent were of the ideal starting age, six years six months; seven children or 2.25 per cent were between the ages of nine years seven months; ninety-four children or 31.22 per cent were between the ages of five years seven months and five years eleven months.

Conclusions and Recommendations. That below the mental age of six years six months the child is not fully ready for the first grade; and that below the mental age of five years and one-half months the chance that standard first grade work will be done is practically negligible.

In planning a program of research for the future, attention should be directed to the learner and to the factors that influence his interest in reading and his progress in learning to read. Furthermore, the findings should be interpreted more clearly with the function of education in mind, and there should be a rapidly increasing knowledge about child growth and development.

This study indicated that there is a need for further study in the area of the preschool child. It was suggested that annual studies be made of children entering school in spite of having been adjudged not ready for a first grade program to check the validity of the psychological evaluation.

Part II. INVESTIGATIVE PAPERS

This is a listing of library research papers done in partial fulfillment for the requirements for the Master's degree in the non-thesis program.

<i>Candidate</i>	<i>Title of Investigative Paper</i>
1. Anderson, Lilliam M.	Illegitimacy and Its Relationship to Wholesome Family Life
2. Blassengale, Clyde H.	A Suggested Program of Music and Physical Education for Sardis Elementary School—Salley, South Carolina
3. Borders, James E.	Some Basic Factors Involved in the Development of Community Acceptance of Desegregated Schools
4. Cherry, Catherine J.	A Developmental Study of Aiken, South Carolina Before and After the Establishment of the Atomic Energy Commission
5. Cogdell, Carey W.	* Some Effects of Desegregation on the Public Schools of the District of Columbia
6. Cook, Lonnie Jr.	Federal Aid as a Factor in the Development of Agricultural Education on the Secondary Level
7. Cox, Orange	A Suggested Health and Recreational Program for the Rural Schools in Edgecombe County, District Number Two
8. Douglas, Frederick W.	An Approach to the Problems of the Aggressive Child in the East Hamlet Elementary School—Richmond County, North Carolina
9. Dupree, Mattie	* Some Methods and Patterns of Approach in Teaching Literature in the Secondary School
10. Feaster, Violet B.	A Study of the Qualities of Leadership of the Officers of the Parent-Teacher Association in Walnut Cove, North Carolina
11. Forbes, Conrad L.	* The Development of an Effective Program of Art Supervision for Eight Schools in the Winston-Salem City School System
12. Fortune, Gwendolyn E.	* A Suggested Program for Teaching Social Studies at the Junior High School Level with Emphasis on Recent Trends and Developments
13. Foster, Carl O.	* Some Suggestions for Problems Encountered by Third Grade Teachers in Classroom Music Teaching

* Papers with honors.

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| 14. Foster, Mary L. | * A Report on Some Current Practices in Teaching Contemporary Affairs in the High School Social Studies Program |
| 15. Francis, Corine L. | * Suggestions for Guided Study in Elementary Schools |
| 16. Gaston, Rose A. | The Organization and Operation of the Beacon Safety Program of the Ridgeview Schools of Hickory, North Carolina |
| 17. Gilmore, Walter T. | The Supervisory Duties of the Elementary School Principal: Their Implication for Rocky Ford Elementary School, Scotland County, Laurinburg, North Carolina |
| 18. Griffin, Carrye J. | Teaching Reading in the Primary Grades of the Promised Land School—Greenwood, South Carolina |
| 19. Henry, James R. | Some Causes of Irregular Attendance and Drop-Outs in the Lenoir County Schools with Suggestions for Improvement |
| 20. Hodges, Ethel R. | * The Relationship of Physical Education Activities and Extra-Curricula Sports to Juvenile Delinquency as Reflected in Juvenile Courts from 1952-54 |
| 21. Keays, Rebecca E. | A Study of the In-Service Educational Program in Martin County Negro Schools |
| 22. King, William F. | A Proposed Guidance Program for a Rural Elementary School |
| 23. Lyles, Rachel G. | Some Aspects of Emotional Growth of Ten Primary Pupils Attending the Charles H. Moore School—Greensboro, North Carolina |
| 24. Mintz, Elizabeth E. | A Study of Certain Socio-Economic Factors Concerning the Teaching Personnel in the St. Pauls City Schools, St. Pauls, North Carolina, 1954-1955 |
| 25. Morrison, Naomi D. | * A Comparative Study of Arithmetic and Reading Test Scores and Their Relationship to Intelligence of Fifty Third Grade Pupils at Dunbar Elementary School—Forest City, North Carolina |
| 26. Nimmons, William H. | * A Comparative Study of the Bacterial Count in Deep and Control Litter in Poultry Houses |
| 27. Pharr, Maurice O. | * An Investigative Study of Techniques Employed in Teaching Fractions |
| 28. Pratt, Louise D. | A Suggested Guidance Plan for the Elementary Schools of North Carolina |

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| 29. Robinson, Jefferson | * A Suggested Audio-Visual Program for Highland High School—Gastonia, North Carolina |
| 30. Taylor, Ladson J. | The Role of the High School Principal as a Supervisor |
| 31. Vause, Lynetta B. | * A Suggested Approach to the Teaching of Science in the Elementary School |
| 32. Wilkins, Esther R. | * Some Suggested Values and Activities for Supervised Play in the Primary Grades |
| 33. Wright, Daniel | * Some Resources and Suggestions for Conducting Adult Education |

